Minnesota State University, Mankato

LEVEL II Field Experience – Initial Licensure

Fall 2011

Spencer Monson

**Teacher Candidate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Tech ID# \_\_\_\_\_\_\_\_\_ Semester\_\_\_\_\_\_\_\_\_\_**

Physical Education 9

Mankato West

**School/Location\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade and Subject\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Rachel Palmer

Marti Seviek

**Cooperating Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ University Faculty \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Field Experience Level: II-Field Experience**

**Note: This evaluation document acknowledges that Teacher Candidates should be assessed as beginning teachers, not experienced educators.**

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| Domain 1: Planning and Preparation | **Unsatisfactory** | **Developing** | **Meets Expectations**  **(Danielson-Basic)** |
| **a. Demonstrating Knowledge of Content and Pedagogy**  -knowledge of content and structure of the discipline; prerequisite relationships; content-related pedagogy |  | X |  |
| **b. Demonstrating Knowledge of Students**  -knowledge of child and adolescent development; learning process, students’ skills, knowledge, and language proficiency; students’ interests and cultural heritage; students’ special needs |  | **X** |  |
| **c. Setting Instructional Outcomes**  -value, sequence, and alignment; clarity; balance; suitability for diverse learners |  | **X** |  |
| **d. Demonstrating Knowledge of Resources**  -resources for classroom use; extend content knowledge and pedagogy; resources for students |  |  | **X** |
| **e. Designing Coherent Instruction**  -learning activities; instructional materials and resources; instructional groups; lesson and unit structure |  | **X** |  |
| **f. Designing Student Assessments**  -congruence with instructional outcomes; criteria and standards; design of formative assessments; use for planning |  |  | **X** |
| **Domain 2: The Classroom Environment** | **Unsatisfactory** | **Developing** | **Meets Expectations**  **(Danielson-Basic)** |
| **a. Creating an Environment of Respect and Rapport**  - teacher interactions with students; student interactions with other students |  |  | **X** |
| **b. Establishing a Culture for Learning**  - importance of the content; expectations for learning and achievement; student pride in work |  |  | **X** |
| **c. Managing Classroom Procedures**  **-** management of instructional groups; transitions, materials and supplies; non-instructional duties; supervision of volunteers and paraprofessionals |  | X |
| **d. Managing Student Behavior**  **-** Expectations; monitoring of student behavior and misbehavior |  | **X** |
| **e. Organizing Physical Space**  **-** Safety and accessibility; arrangement of furniture; use of physical resources |  | **X** |
| **Domain 3: Instruction** | **Unsatisfactory** | **Developing** |
| **a. Communicating with Students**  - expectations for learning; directions and procedures; explanations of content; use of oral and written language |  | **X** |
| **b. Using Questioning and Discussion Techniques**  - quality of questions; discussion techniques; student participation |  | **X** |
| **c. Engaging Students in Learning**  - activities and assignments; grouping of students; instructional materials and resources; structure and pacing |  | **X** |
| **d. Using Assessment in Instruction**  **-** assessment criteria; monitoring of student learning; feedback to students; student self-assessment and monitoring of progress |
| **e. Demonstrating Flexibility and Responsiveness**  - lesson adjustment; response to students; persistence |  | **X** |
| Domain 4: Professional Responsibilities | **Unsatisfactory** | **Developing** | **Meets Expectations**  **(Danielson-Basic)** |
| **a. Reflecting on Teaching**  - accuracy; use in future teaching |  | **X** |
| **b. Maintaining Accurate Records**  - student completion of assignments; student progress in learning; non-instructional records |  | **X** |
| **c. Communicating with Families**  -information about instructional program and individual learners; engagement of families in the instructional program |  | X |
| **d. Participating in a Professional Community**  - relationship with colleagues; involvement in a culture of professional inquiry; service to the school; participation in school and district projects |  | **X** |
| **e. Growing and Developing Professionally**  **-** enhancement of content knowledge and pedagogical skill; receptivity to feedback from colleagues; service to the profession |  | **X** |
| **f. Showing Professionalism**  - integrity and ethical conduct; service to students; advocacy; decision-making; compliance with school and district regulations; professional dispositions |  |  | **X** |

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| **Overall Comments (additional page(s) may be attached:** |

**Teacher Candidate Acknowledgment**

I have reviewed this document and discussed the contents with the evaluator (cooperating teacher or university supervisor). My signature means that I have been advised of the contents and does not necessarily imply that I agree with the results.

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### Teacher Candidate Signature Date Faculty and/or Coop. Teacher Signature Date

### (circle one)

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